PROVINCE OF ONTARIO.

COLLEGIATE INSTISUTES

AND

HIGH SCHOOLS.

Intermediate Examination Papers.

DECEMBER 1877.

DECEMBER EXAMINATIONS, 1877.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 1.)
ENGLISH LITERATURE.

Time—Two Hours and a Quarter.

Examiner :—J. M. Buchan, M.A.

Values.	
	THE DESERTED VILLAGE.
12	1. Describe after Goldsmith the character of the village preacher, quoting the poet's words where you can.
	2. In dedicating "The Deserted Village," Goldsmith says :—
	"I know you will object (and indeed several of our best and wisest friends concur in the opinion) that the depopulation it deplores is nowhere to be seen, and the disorders it laments are only to be found in the poet's own imagination."
5	(i.) Tell what you know about the person to whom this poem was dedicated.
2	(ii.) Did the population of England decrease during Goldsmith's life ?
5+5	(iii.) Quote passages in which Goldsmith maintains that the increase in wealth which took place in his day was injurious to England. Does history corroborate his views ?
2	(iv.) Name European countries in which great progress in wealth and manufactures has not tended to diminish the number of small farms.
5	(v.) Write a brief note on Adam Smith and his views.

Values.	
	3. "Vain transitory splendours! could not all Reprieve the tott'ring mansion from its fall! Obscure it sinks, nor shall it more impart An hour's importance to the poor man's heart; Thither no more the peasant shall repair To sweet oblivion of his daily care; No more the farmer's news, the barber's tale, No more the woodman's ballad shall prevail; No more the smith his dusky brow shall clear, Relax his pond'rous strength, and lean to hear. The host himself no longer shall be found Careful to see the mantling bliss go round; Nor the coy maid half willing to be prest, Shall kiss the cup to pass it to the rest."
2 + 5	(i.) What was the mansion? Recount its splendours.
2 + 2	(ii.) Explain the meaning of 'mantling.' What is meant by the expression 'mantling bliss'?
3	(iii.) Paraphase ll. 3 and 4.
3	(iv.) Name any characteristics of Goldsmith's poetry which this passage illustrates.

THE LADY OF THE LAKE.

10	4. Compare the poetry of Goldsmith with that of Sir Walter Scott.
12	5. Write a brief sketch of the life of Sir Walter Scott.
	6. " Fleet foot on the correi, Sage counsel in cumber, Red hand in the foray, How sound is thy slumber! Like the dew on the mountain, Like the foam on the river, Like the bubble on the fountain, Thou art gone, and forever!"
5	(i.) Scan throughout.
3	(ii.) Explain the meaning of 'correi,' 'cumber,' and 'foray.'
2	(iii.) Give the connexion of this extract.

7. " And, as they came, with Alpine's Lord
   The Hermit Monk held solemn word :—
   ' Roderick ! it is a fearful strife,
   For man endow'd with mortal life,
   Whose shroud of sentient clay can still   5
   Feel feverish pang and fainting chill,
   Whose eye can stare in stony trance,
   Whose hair can rouse like warrior's lance,—
   'Tis hard for such to view, unfurl'd,
   The curtain of the future world.   10
   Yet, witness every quaking limb,
   My sunken pulse, my eyeballs dim,
   My soul with harrowing anguish torn,—
   This for my Chieftain have I borne !—
   The shapes that sought my fearful couch,   15
   A human tongue may ne'er avouch.

   *   *   *   *   *   *   *

   At length the fatal answer came,
   In characters of living flame !
   Not spoke in word, nor blazed in scroll
   But borne and branded on my soul :—   20
   ' WHICH SPILLS THE FOREMOST FOEMAN'S LIFE,
   THAT PARTY CONQUERS IN THE STRIFE !' "

2   (i.) Name the Hermit Monk.

3   (ii.) Explain the meaning of

              ' shroud of sentient clay,' l. 5.
              ' rouse,' l. 8.
              ' blazed in scroll,' l. 19.

3+3   (iii.) Paraphrase ll. 9 and 10, and ll. 21 and 22.

2   (iv.) How is the prophecy fulfilled ?

2   (v.) *My fearful couch.* How was the seer couched ?

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1877.

SECOND CLASS TEACHERS AND INTERMEDIATE.

No. 2.

ENGLISH GRAMMAR.

TIME—THREE HOURS.

Examiner—J. M. BUCHAN, M. A.

Values.

1. A.—" 'Tis well advised—the chieftain's plan
   Bespeaks the father of his clan.
   But wherefore sleeps Sir Roderick Dhu
   Apart from all his followers true?"
   " It is because last evening-tide   5
   Brian an augury hath tried,
   Of that dread kind which must not be
   Unless in dread extremity,
   The Taghairm called; by which, afar,
   Our sires foresaw the events of war."   10
   —*The Lady of the Lake, canto iv.*, 4.

   B.—The stranger viewed the shore around,
   'Twas all so close with copsewood bound,
   No track nor pathway might declare
   That human foot frequented there.
   —*The Lady of the Lake, canto i.*, 26.

   C.—Lopped off their boughs, their hoar trunks bared,
   And by the hatchet rudely squared,
   To give the walls their destined height,
   The sturdy oak and ash unite.
   —*The Lady of the Lake, canto i.*, 26.

17   (i.) Divide into propositions, and state their kind and connection. Fully analyse those in the first extract.

Values.	
36	(ii.) In extract A, parse 'it,' l. 5, 'unless,' l. 8, 'Taghairm,' l. 9; in B, 'around,' l. 1, 'all,' l. 2; in C, 'lopped,' 'off,' and 'boughs,' l. 1, 'to give,' l. 3.
3	(iii.) Construct a sentence containing the word 'bespeaks' used in a sense different from that in which it is used in A.
2	(iv.) Distinguish 'track' from 'tract,' 'off' " 'of.'
16	(v.) Explain the derivation of 'chieftain,' 'plan,' 'apart,' 'because,' 'augury,' 'extremity,' 'afar,' 'sires,' 'events,' 'stranger,' 'declare,' 'frequented,' 'height,' 'destined,' 'unite,' and 'close.'
36 *i.e.,* 4 + 9	2. Turn the following passages into good English :—

    "When we see the beautiful variety of colour in the rainbow, we are led to enquire its cause."

    "Is not Mr. Smith a relative of Mr. Jones, and Jones being 'in continuous receipt of information from Printem and Bindem, does not this throw a little light on the subject ?"

    "What shall I say of Verres, who, if he escapes the punishment due to his many crimes, it shall not be for the want of a public accuser to take the part of the oppressed people of Sicily ? "

    "What kind of a man is he ? "

    "Religion is reading good books, doing good actions, and not telling lies and speaking evil, and not calling their brother Fool and Raca."

    "The first thing impressed on us from our earliest infancy is that events do not succeed one another at random, but with a certain degree of order, regularity, and connexion."

    "Hoping that I will soon hear from you, believe me yours truly."

"Some persons can only distinguish black, white, and grey."

"Whatever may be thought of the veracity of this story by others, I have confidence in the narrator."

14

3. Express in as many ways as you can, by varying the construction and by changing the words employed, the fact that the Turks defeated the Russians; and explain the shade of meaning by which each other mode of expression differs from that with which you begin.

20=
4+8+8

4. What is inflexion? Name the parts of speech in which each of the inflexions—Case, Number, Gender, and Person—occurs; and give a definition of each of these inflexions, which will be applicable to every part of speech in which it is found.

12

5. Give an example of the infinitive mood used as the subject of a verb, as the object of a verb, as a predicate nominative, in apposition with a noun, as the regimen of a preposition, and as the leading word in an adverbial phrase.

12

6. Give the plural of x, two, father confessor, animalcule, hanger-on, genus, oasis, archipelago; and the singular of species, sorties, strata, flunkies.

12

7. Define Mood, and state in general terms the function of each mood.

DECEMBER EXAMINATIONS, 1877.

SECOND CLASS TEACHERS AND INTERMEDIATE.

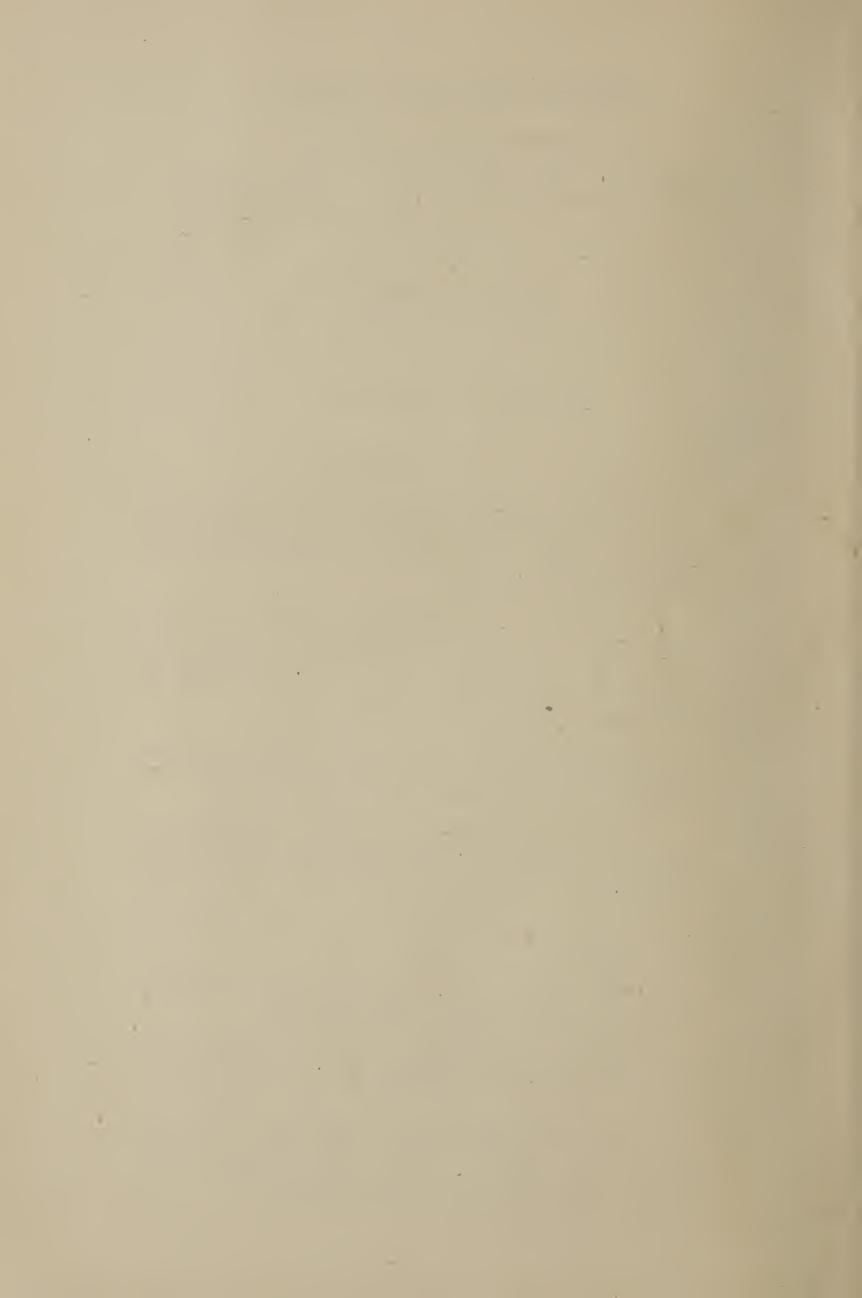### (No. 3.)

GEOGRAPHY.

TIME—TWO HOURS.

Examiner—JAMES HUGHES.

Values.

5   1. Explain the *causes* of the change of seasons.

10   2. In what month does a place on the Arctic Circle have its longest day? What is the length of that day? State the relative lengths of day and night in the South Frigid Zone on that day?

10   3. New York is situated 74° west of London. A vessel sails from New York and her chronometer keeps New York time. On a certain day her chronometer marks 28 minutes past 10, when the sun shows it to be 12 o'clock. What is the longitude of the vessel?

5   4. You have a cargo of tea at Hong Kong which you wish to bring to Toronto. Mention the chief places you would pass or go through by the most direct route.

15   5. Where do the wholesale merchants of Ontario procure the largest quantities of Rice, Sugar, Coal, Coal Oil, Iron, Manufactured Hardware, Watches, Earthenware, Silks, and Cottons?

5   6. Where are Isothermal lines most nearly parallel with the equator?

10   7. Name the towns in Ontario where other Railroads make connections with the Grand Trunk R.R.

20   8. Sketch a map of Turkey in Europe showing the position of the Danube, the Balkan Mts., Roumania, Servia, Bulgaria, Rustchuk, Sistova, Plevna, and Constantinople.

20   9. What and where are the following:— Stuttgart, Metz, Lipari, Gothland, Toulon, Weser, Ortegal, Luzon, Khiva, Aden, Macassar, Lualaba, Lena, Everest, Sucre, Vosges, Frio, Canso, Aspinwall, and Dantzic.

DECEMBER EXAMINATIONS, 1877.

SECOND CLASS TEACHERS AND INTERMEDIATE.

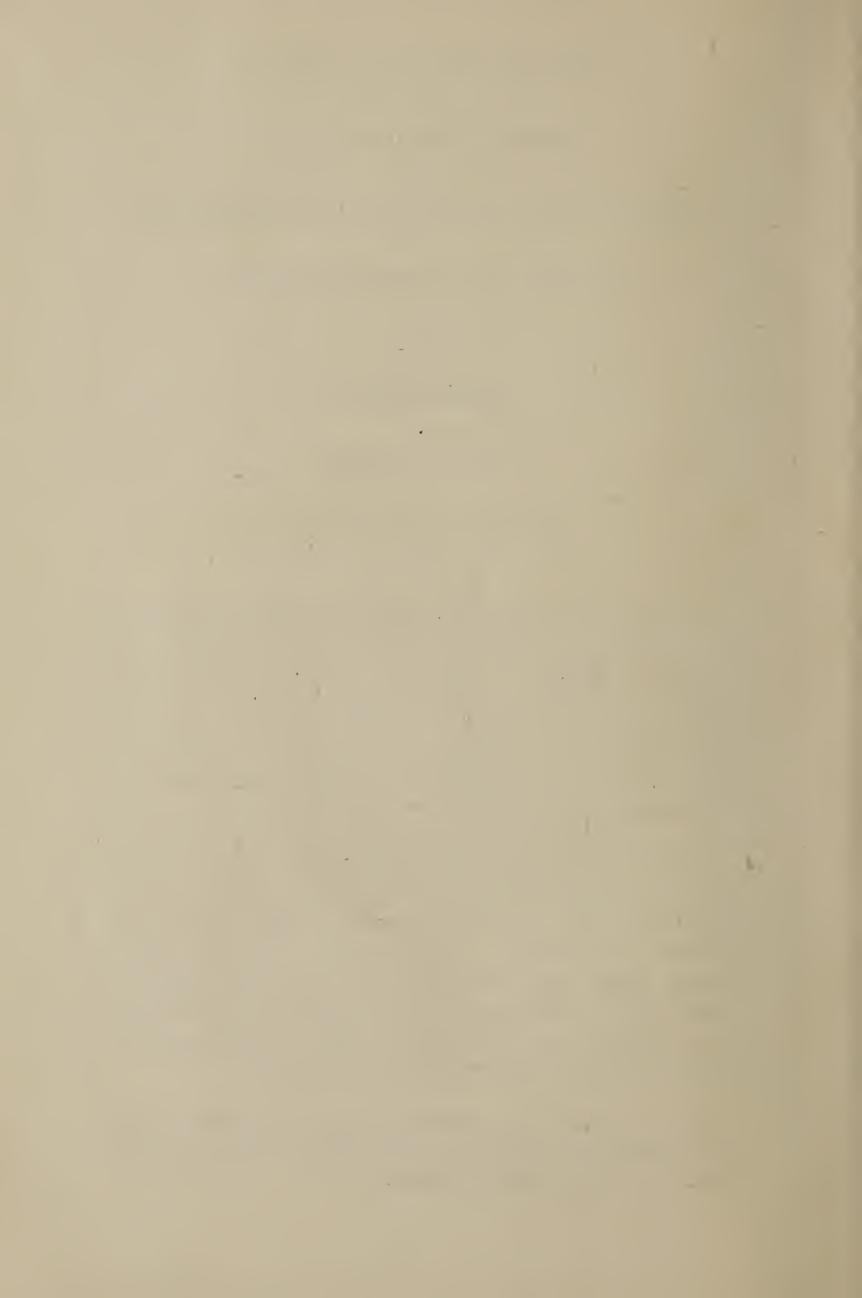*This Paper is not to be seen by the Candidates.*

(No. 4.)

DICTATION.

TIME—ONE HALF-HOUR.

*Examiner—*Geo. W. Ross.

A theatrical part may either imply some peculiarities of gesture, or a dissimulation of one's real sentiments, and the adoption of the opinions and language of another man. In the first case, Sir, the charge is too trifling to be confuted, and deserves only to be mentioned that it may be despised. I am at liberty, like every other man, to use my own language; and though I may have some ambition to please that gentleman, I shall not lay myself under any restraint, nor very solicitously copy his diction or his mien, however matured by age or modelled by experience. But if any man shall, by charging me with theatrical behaviour, imply that I utter any sentiments but my own, I shall treat him as a calumniator and a villain; nor shall any protection shelter him from the treatment he deserves. I shall on such an occasion, without scruple, trample upon all those forms with which wealth and dignity intrench themselves; nor shall anything but age restrain my resentment—age which always brings one privilege, that of being insolent and supercilious without punishment.

Total value 45 ; 35 of which will be given for spelling, and 10 for correctly placing stops and capital letters. Four marks to be deducted for each mistake in spelling.

DECEMBER EXAMINATIONS, 1877.

SECOND-CLASS TEACHERS AND INTERMEDIATE.

(No. 5.)

ARITHMETIC.

Time—Three Hours.

Examiner—J. A. McLellan, LL.D.

Note—100 *marks will be reckoned a complete paper.*

Values.

4

1. Simplify $\dfrac{\frac{1}{3} + \frac{1}{5} + \frac{1}{7}}{\frac{1}{2\frac{1}{2}} + \frac{1}{3\frac{1}{2}} + \frac{1}{4\frac{1}{2}}} \times \frac{13}{71}$ of $7\frac{1}{3}$, and

4

Reduce 8 oz. 6 dwt. $3\frac{9}{13}$ grs. to the fraction of a lb. troy.

8

2. Divide, to 6 decimal places, nine million eight hundred and forty thousand and eighteen 10-millionths, by one hundred and fifty-nine thousand nine hundred and eighty-two 100-millionths.

9

3. What will it cost to purchase bricks for a wall 150 feet long, 6 feet high, and 18 inches thick, bricks being worth \$6.25 per thousand, and each brick being (including mortar) 9 inches long, $4\frac{1}{2}$ inches wide, and 3 inches thick?

12

4. "Toronto, December 1st, 1876.—For value received I promise to pay A. B. \$1500 one year after date, with interest at eight per cent. per annum." This note is endorsed as follows:—January 23, 1877, \$400; August 20, 1877, \$500. Find the amount required to pay the note when due (no days of grace).

4	5. Explain the terms—Stocks, Shares, Dividends. When is stock at par? At a premium? At a discount?
7	A man having $25000 Dominion Bank Stock paying eight per cent. per annum, sells out at 120 and invests in Bank of Commerce stock, which is at 125, and pays eight and one-half per cent. Find the alteration in his income.
11	6. How much sugar at 8 cents, 9 cents, 10 cents, 13 cents, and 14 cents per pound, must be taken to form a mixture of 400 lbs., worth 12 cents per pound?
12	7. A coin whose weight is $\frac{2000}{6323}$ of an ounce contains 37 parts in 40 of gold, and the rest is silver; gold being worth $17 per ounce, and silver worth $1.10 per ounce, find the value of the coin.
14	8. If at Toronto sterling exchange is quoted at $10\frac{1}{4}$, and at Liverpool exchange on Paris is 26 francs 85 centimes per £1, find what a Toronto merchant, remitting through Liverpool, must pay to discharge a debt of 12,000 francs (brokerage included in the above quotations).
10	9. If the diameter of a twenty-cent piece be to that of a twenty-five-cent piece as 10 to 11, find the ratio of their thicknesses.
15	10. Two trains respectively 99 yds. and 132 yds. long, and moving on parallel rails, pass each other in $6\frac{3}{4}$ seconds when running in opposite directions; when moving in the same direction the one passes the other in $47\frac{1}{4}$ seconds. Find their rates per hour.

HISTORY.

TIME—TWO HOURS AND A HALF.

1. Narrate the chief incidents in the reign of Richard II.

2. Tell briefly what you know of the changes effected in the laws and language of England by the Norman conquest.

3. Explain the causes of the troubles that agitated the reign of Charles I.

4. Give some account of the Darien Company, the Abolition of Slavery, the Habeas Corpus Act.

5. Tell what you know about the Treaty of Utrecht, *or*, the Treaty of Dover.

6. Write short notes on Lord William Russell, Warren Hastings, Sir Robert Peel.

7. What is meant by the Cabinet, Prorogation of Parliament, the Queen's Supremacy?

8. Name the chief events in Canadian History from the death of Wolfe to the American Revolutionary War.

9. Write a short account of the Roman Decemvirs.

10. What were the causes of the hostility between Rome and Carthage?

Values—10 *each.*

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 7.)

ALGEBRA.

TIME—TWO HOURS AND A HALF.

Examiner—J. A. McLELLAN, LL.D.

NOTE.—*Candidates, in order to pass, must make at least 20 marks on this paper, and at least 120 marks on the group—Arithmetic, Algebra, and Euclid.*

Values.	
3	1. If $x = 10$, $y = 11$, $z = 12$, find the value of $$\left\{ x^2 - (y + z)^2 \right\} \times \frac{x+y-z}{x+y+z};$$ and subtract
3	$(y-z)\,a^2 + (z-x)\,ab + (x-y)\,b^2$ from $(y-x)\,a^2 - (y-z)\,ab - (z-x)\,b^2$.
4	2. Multiply $\frac{1}{2}a^{\frac{1}{2}} + \frac{1}{3}b^{\frac{1}{4}} - \frac{1}{4}c^{\frac{1}{6}}$ by $\frac{1}{2}\,a^{\frac{1}{2}} - \frac{1}{3}b^{\frac{1}{4}} + \frac{1}{4}c^{\frac{1}{6}}$;
4	Divide $a + (a+b)\,x + (a+b+c)\,x^2 + (a+b+c)\,x^3 + (b+c)\,x^4 + cx^5$ by $1 + x + x^2 + x^3$.
	3. Resolve into factors—
3	$(x+y+z+a)^2 - (x-y-z+a)^2$, $a^2 - b^2 - c^2 + d^2 +$
4	$2bc + 2ad$, and $20x^3 + 12ax^2 + 25bx^2 + 15abx$.
8	4. Find the square root of $$9 - 24x + 58x^2 - 116x^3 + 129x^4 - 140x^5 + 100x^6.$$

5. Solve (1) $\dfrac{4x+5}{x+1}+\dfrac{x+5}{x+4}=\dfrac{2x+5}{x+2}-\dfrac{x^2-10}{x+3}+x.$

(2) $\dfrac{5x-1}{\sqrt{5x+1}}=1+\dfrac{\sqrt{5x-1}}{2}$

(3) $\tfrac{1}{2}x+\tfrac{1}{3}y+\tfrac{1}{4}z=9,\ \tfrac{1}{3}x+\tfrac{1}{4}y-\tfrac{1}{2}z=-1\tfrac{3}{4},$
$\tfrac{1}{4}x-\tfrac{1}{2}y+\tfrac{1}{3}z=1.$

6. A boy bought a number of oranges at the rate of 45 cents a dozen; if he had received 20 oranges more for the same money the whole would have cost him only 40 cents a dozen. How many did he buy?

7. A farmer took to market two loads of wheat, amounting together to 75 bushels; he sold them at different prices per bushel, but received on the whole the same amount for each load; had he sold the whole quantity at the lower price he would have received \$78.75; but had he sold it at the higher price he would have received \$90. Find the number of bushels in each load.

8. Show how to find the square root of $a+\sqrt{b}$.

Find the square root of $1+\sqrt{1-a^2}$.

9. Solve $\dfrac{6x+5}{2x-7}+\dfrac{4x-1}{x-2}=\dfrac{7x+1}{x-3}$; and find

the value of a when $ax^2-36x+81=0$ has equal roots.

10. If $\dfrac{a}{b}=\dfrac{c}{d}$, prove that $\dfrac{a+c}{b+d}=\sqrt[3]{\dfrac{a^3+c^3}{b^3+d^3}}$, and

that $\dfrac{a+b}{a-b}=\dfrac{\sqrt{ac}+\sqrt{bd}}{\sqrt{ac}-\sqrt{bd}}$

11. Show that $a^3(b-c)+b^3(c-a)+c^3(a-b)$ is exactly divisible by $a+b+c$; and resolve the expression into its factors.

===

NOTE.—*Candidates in order to pass must make at least 22 marks on this paper, and at least 120 marks on the group— Natural Philosophy, Chemistry, and Book-keeping.*

Values.	
3	1. Define force.
4	(*a*) What is meant by *a force of* 20 *lbs?*
4	(*b*) Two forces of 8 lbs. and 15 lbs. respectively act at a point *p*, in directions perpendicular to each other. If the 8 lbs. force be represented by a *horizontal* line A B, two inches in length, how must the 15 lbs. force be represented ?
5	2. State the parallelogram of forces.
3	(*a*) What would be the magnitude of the resultant in question 1 (*b*)?
10	3. Apply the triangle of forces to obtain the conditions of equilibrium of a heavy body on a smooth inclined plane, the power acting parallel to the plane.
10	(*a*) A weight of 915 lbs. is supported on a smooth inclined plane by a power acting parallel to the plane, the reaction of the plane being 900 lbs. Find the power which, acting horizontally, would support the weight.

Values.	
5	4. State the condition of equilibrium of moments.
10	(a) Two boys, weighing 70 lbs. and 90 lbs. respectively, play see-saw, sitting 15 ft. apart on a plank weighing 40 lbs. How must they share the 15 ft. to balance each other, the centre of gravity of the plank being mid-way between the boys?
5	5. State the conditions of equilibrium of parallel forces.
4	(a) What would be the pressure on the fulcrum in question 4 (a)?
3	6. Define specific gravity.
10	(a) A body weighs 6 oz. in a liquid of sp. gr. .9, and 10 oz. in another liquid of sp. gr. .8; find the weight of the body.
5	7. Describe the common hydrometer.
10	(a) If an hydrometer sink in pure water to within 4 ins. of the top of the stem, and in a liquid of sp. gr. .9 to within 3 ins. of the top, what is the sp. gr. of a liquid in which it sinks to within 2 ins. of the top?
5	8. Describe the common barometer.
6	(a) Explain the principles of its action.
8	(b) The mercury in a barometer at the surface of a pond stands at 30 ins. At what height will it stand if the barometer be sunk 4 ft. 3 ins. in the water, the sp. gr. of mercury being 13.6?

DECEMBER EXAMINATIONS, 1877.

INTERMEDIATE.

(No. 9).

LATIN.

TIME—THREE HOURS.

Examiner: S. ARTHUR MARLING, M.A.

A.—CÆSAR, *Bellum Britannicum.*

Values.

Translate :

28

Ille omnibus primo precibus petere contendit, ut in Gallia relinqueretur, partim quod insuetus *navigandi* mare timeret, partim quod religionibus impediri sese diceret. Posteaquam id obstinate sibi negari vidit, omni spe impetrandi adempta, principes Galliæ sollicitare, sevocare singulos hortarique cœpit, uti in continenti remanerent ; metu territare : non sine causa *fieri* ut Gallia omni *nobilitate* spoliaretur ; id esse consilium Cæsaris, ut, *quos* in conspectu Galliæ interficere vereretur, hos omnes in Britanniam traductos necaret ; fidem *reliquis* interponere, jusjurandum poscere, ut, *quod* esse ex usu Galliæ intellexissent, communi consilio administrarent.

6   1. Decline *precibus, jusjurandum, fidem.*

7   2. *Ille.* Who is meant? Give, after Cæsar, a short account of him.

10   3. Conjugate *adempta, cœpit, vereretur, necaret, poscere.*

18   4. Explain the construction of the italicized words in the passage.

9   5. Explain the derivation of *religionibus, continenti, administrarent.*

12   6. Compare Cæsar's two expeditions to Britain in respect to (*a*) the magnitude of the Roman forces, (*b*) the tactics of the Britons, (*d*) the results.

B.—Virgil, *Æneid*, B. II.

12   Translate :

(*a*)   Ecce *manus* juvenem interea post terga revinctum
       Pastores magno ad regem clamore trahebant
       Dardanidæ, qui se ignotum venientibus ultro
       Hoc ipsum ut strueret, Trojamque aperiret Achivis,
       Obtulerat, fidens *animi* atque in utrumque paratus,
       Seu versare dolos, seu certæ occumbere morti.

                                     vv. 57-62.

26   (*b*)   Diffugimus visu exsangues ; illi agmine certo
       Laocoonta petunt.   Et primum parva duorum
       Corpora natorum serpens amplexus uterque
       Implicat, et miseros morsu depascitur artus.
       Post ipsum *auxilio* subeuntem ac tela ferentem
       Corripiunt, spirisque ligant ingentibus ; et jam
       Bis *medium* amplexi, bis *collo* squamea circum
       Terga dati, superant capite et cervicibus altis.
       Ille simul manibus tendit divellere nodos,
       Perfusus sanie vittas, atroque veneno ;
       Clamores simul horrendos ad sidera tollit :
       Quales *mugitus* fugit quum saucius aram
       Taurus, et incertam excussit cervice securim.

                                       vv. 212-224.

10   1. Parse *revinctum, obtulerat, complexus, divellere, fugit,* giving the principal parts of each.

14   2. Explain the construction of the italicized words in the extracts.

5   3. Derive *pastores, ultro, auxilio, veneno, excussit.*

12   4. Scan vv. 212, 223, 224, and give rules for the quantities in v. 215.

11   5. Decline *subeuntem, capite, sidera*; give the gender of *spiris, manibus,* and *cervice*; and the other degrees of comparison of *certo* and *atro.*

10   6. Write a short life of Virgil.

C.—LATIN GRAMMAR AND COMPOSITION.

Values.	
9	1. Decline fully *quidam, alius, senex.*
8	2. Write a list of Latin nouns which have different meanings in the singular and plural, and give these meanings.
12	3. Write the rules for the gender of nouns in the second and fourth declensions, with the exceptions.
18	4. Write the third person singular imperfect subjunctive of *possum, fero, capio, nolo,* and *glorior ;* and the second person plural future-perfect indicative of *cano, perfundo, fio,* and *aperio.*
8	5. Shew how adverbs are formed from adjectives in Latin.
35	6. Translate into Latin :

    (a) I need your assistance, my friend, in this matter.
    (b) The master will be ashamed of his pupil's folly.
    (c) A battle was fought for five hours near the mountain.
    (d) I will send him a man to inform him how the business is going on.
    (e) He lived at Thebes while his father reigned (abl. abs.)

10   (f) N.B.—The Latin words for this passage are given in their proper order below.

When their purpose was ascertained, Cæsar led his army into the territory of Cassivellaunus, to the river Thames, a river that can be crossed only in one place on foot, and that with difficulty. When he had arrived there he perceived that large forces of the enemy were drawn up on the other bank of the stream.

Cæsar cognosco consilium is, ad flumen Tamesis in finis Cassivelaunus exercitus duco ; qui flumen unus omnino locus pes, atque hic ægre, transeo possum. Eo cum venio, animus adverto ad alter flumen ripa magnus sum copia hostis instruo.

DECEMBER EXAMINATIONS, 1877.

INTERMEDIATE.

(No. 10).

FRENCH.

Time—Three Hours.

Examiner : S. Arthur Marling, M.A.

*** The Candidate may take either A (1) or A (2).

A (1).—Voltaire : *Histoire de Charles XII.,* Liv. vi.

Translate :

Values.	
13	(*a*) Quoique les serments ne *soient* souvent que la langage de la perfidie, Fabrice *se laissa* persuader, il *crut* voir dans leurs protestations cet air de vérité que le mensonge n'imite jamais qu'imparfaitement : il *savait* bien qu'il y avait eu une secrète correspondance entre le kan tartare et le roi Auguste ; mais il demeura convaincu qu'il ne *s'était agi* dans leur négociation que de faire sortir Charles XII. des terres du grand-seigneur. Soit que Fabrice se *trompât* ou non, il les assura qu'il *représenterait* au roi l'injustice de ses défiances.
14	(*b*) Il n'y *eut* plus alors qu'à obéir ; chacun eut honte de ne pas chercher à mourir avec le roi. Ce prince, préparé à l'assaut, se flattait en secret du plaisir et de l'honneur de soutenir avec trois cents Suédois les efforts de toute une armée. Il plaça chacun à son poste : son chancelier Mullern, le secrétaire Empreus et les clercs, devaient défendre la maison de la chancellerie ; le baron Fief, à la téte des officiers de la bouche, était à un autre poste : les palefreniers, les cuisiniers, avaient un autre endroit à garder ; car avec lui tout était soldat.

1. " Les serments." What is the reference ?

2. Fabrice, le roi Auguste. Tell briefly what you know of them.

3. Explain the meaning of " la chancellerie," " officiers de la bouche."

4. Write the indicative present, throughout, of *convaincu, soutenir, mourir, défendre* ; and give the mood, tense, &c., of the italicized verbs.

5. Write a short life of Charles XII.

A (2).—SOUVESTRE : *Un philosophe sous les toits.*

Translate :

(*a*) *Trois heures.* Je viens de refermer ma fenêtre ; j'ai ranimé mon feu. Puisque c'est fête pour tout le monde, je *veux* que ce le soit aussi pour moi. J'allume la petite lampe sur laquelle, aux grands jours, je prépare une tasse de café que le fils de ma portière a rapporté du Levant, et je cherche, dans ma bibliothèque, un de mes auteurs favoris. Voici d' abord l'amusant curé de Meudon ; mais ses personnages parlent trop souvent le langage des halles :—Voltaire ; mais en raillant toujours les hommes, il les décourage.—Molière ; mais il vous empêche de *rire* à force de vous faire penser.—Lesage !. . . .arrêtons-nous à lui.

(*b*) Quelle vie autour de moi ! voilà l'hirondelle qui *revient* de la provision, le bec plein d' insectes pour ses petits, les moineaux secouent leurs ailes humides de rosée en se *poursuivant* dans les rayons de soleil ; mes voisines entr'ouvrent leurs fenêtres, et leurs frais visages saluent l'aurore ! Heure charmante de réveil où tout se reprend à la sensation et au mouvement, ou la première lueur frappe la création pour la *faire revivre* comme la baguette magique frappait le palais de la Belle au bois dormant.

1. " Curé de Meudon." Who is meant ?

2. Write a brief account of any one of the writers mentioned in the first extract.

3. What circumstance interrupted the writer's study of Lesage ?

4. Write the indicative present, throughout, of *arrêtons-nous, reprend, revivre, dormant,* and give the principal parts of the italicized verbs.

5· When do we use *me,* and when *moi ; en* and *dans ;* the partitive article, and the preposition *de* before a noun ?

6. " En quittant la famille de Paulette, moi, j'avais dit : *Déjà !*" Explain.

Values.	
	Translate :
17	Les anciens servaient le cygne sur leurs tables, plutôt par ostentation, qu'à cause de la bonté de la chair. Ce n'est que d'après le cygne sauvage qu'ils ont eu l'idée fabuleuse d'attribuer à cet oiseau le don de mélodie. Suivant Pythagore, l'âme des poètes passait dans le corps des cygnes, et conservait le pouvoir de l'harmonie, qu'ils avaient possédé sur la terre. Le vulgaire prit pour réalité ce qui n'était qu'une allégorie ingénieuse. Le même disait encore que le chant du cygne mourant était un chant de joie, par lequel cet oiseau se félicitait de passer à une meilleure vie : c'est d'après cela que les dernières productions des écrivains sont nommées le chant du cygne.
9	1. Express the fact stated in the first sentence in as many ways as you can, in French.
12	2. Write the preterite indicative and the present subjunctive, throughout, of *prit, disait, mourant.*
8	3. Write sentences shewing the different meanings of *même, que.*
9	4. What is the difference between *quel* and *lequel, plutôt* and *plus tôt, sur* and *sûr* ?

C.—GRAMMATICAL QUESTIONS.

Values.	
21	1. Write the feminine of *voleur, malin, oisif, vieux, sec, accusateur doux, mou, serviteur ;* and the plural of *bétail, souris, hibou, œil.*
8	2. When does *tout* change its form ? Give examples.
16	3. Mention peculiarities in the conjugation of *appeler, acheter, jeter,* and give the principal parts of *absoudre, coudre, joindre, bouillir, paître.*
40	4. Correct any mistakes you may detect in the following sentences, giving your reasons :

       (*a*) On pardonne à des enfants repentant les fautes qu'ils ont commis.

       (*b*) Nous passâmes toute la nuit tremblant et à demi mort, sans savant où la tempête nous avait jeté.

       (*c*) Je ne possède qu'une demie-guinée.

       (*d*) Ce pauvre homme a cassé son bras.

       (*e*) Le coq gaulois a fait place aux aigles impériaux.

Values.	
8	5. Give rules, with examples, for the formation of French compound nouns.

D.—COMPOSITION.

40

1. Translate into French :

    (*a*) " The Indian follows him as far as the nearest town."

    (*b*) " ' You are not mistaken,' he replied to them."

    (*c*) " He is not blind (*borgne*) either of the right eye, or of the left eye."

    (*d*) " As to the sailor, he shall keep for forty days the gold that he has found."

    (*e*) You are wrong : it is he who is right.

24

2. Of the phrases in italics in the following sentences select the one which is required by the sense :—

    (*a*) C'est *sur tout*....*surtout* quand on est condamné injustement qu'il faut du courage.

    (*b*) Le serpent mord le sein *qu'il*....*qui l'a* rechauffé.

    (*c*) Un grand homme appartient moins au siècle *qu'il*....*qui l'a* vu naître qu'à celui *qu'il*....*qui l'a* formé.

13

3. Write a summary in French of any narrative in De Fivas.

=========

Values.

Translate into English :

A.

75

Die Mutter hatte zwei Töchter mit ins Haus gebracht, die schön und weiß von Angesicht waren, aber garstig und schwarz von Herzen. Da ging eine schlimme Zeit für das arme Stiefkind an. „Was soll das Geschöpf in den Stuben," sprach sie, „ wer Brod essen will, muß es verdienen; hinaus mit der Küchenmagd !" Sie nahmen ihm seine schönen Kleider weg, zogen ihm einen grauen alten Kittel an, lachten es dann aus und führten es in die Küche. Da mußte es so schwere Arbeit thun, früh vor Tag aufstehen, Wasser tragen, Feuer anmachen, kochen und waschen. Obendrein thaten ihm die Schwestern alles erfinnliche Herzeleid an, verspotteten es und schütteten ihn Erbsen und Linsen in die Asche, so daß es sitzen und sie wieder auslesen mußte. Abends, wenn es sich müde gearbeitet hatte, kam es in kein Bett, sondern mußte sich neben den Herd in die Asche legen. Und weil es darum immer staubig und schmutzig aussah, nannten sie es Aschenputtel.

GEBRUEDER GRIMM.

B.

40

Des Mädchens Klage.

Der Eichwald brauset,
Die Wolken ziehn,
Das Mägdlein sitzet
An Ufers Grün,
Es bricht sich die Welle mit Macht, mit Macht,
Und sie seufzet hinaus in die finstere Nacht,
Das Auge vom Weinen getrübet.

„Das Herz ist gestorben,
Die Welt ist leer,
Und weiter gibt sie
Dem Wunsche nichts mehr.
Du Heilige, rufe dein Kind zurück,
Ich habe genossen das irdische Glück,
Ich habe gelebt und geliebet."

SCHILLER.

36 *i.e.*
3 × 12

1. Decline :

Die Mutter,	Die finstere Nacht,
Zwei Töchter,	Das Auge,
Die schlimme Zeit,	Das Herz,
Das arme Stiefkind,	Der Eichwald,
So schwere Arbeit,	Das Mägdlein,
Alles ersinnliche Herzeleid,	Wer.

28½ *i.e.*
1½ × 19

2. Give the third singular present indicative, the first singular past indicative, and the past participle of the active voice of hatte, gebracht, waren, ging an, soll, sprach, essen, will, muß, verdienen, nahmen weg, zogen an, lachten aus, führten, thun, aufstehen, tragen, anmachen, kochen, waschen.

3

3. (*i.*) Die schön und weiß von Angesicht waren. Why are schön and weiß not inflected here ?

3

(*ii.*) Sie nahmen ihm seine schönen Kleider weg. Parse ihm.

2

(*iii*) Where is the accent placed in separable verbs ?

3

(*iv.*) Neben den Herd in die Asche u. s. w. When do neben and in govern the dative, and when the accusative ?

12 *i.e.*
3 × 4

(*v.*) Give the other degrees of comparison of schön, alt, früh [the adverb], and mehr.

4

8 *i.e.*
4 + 4

(*vi.*) What must precede ſondern ? Give another German word
having the same meaning.

4. Tell what you know about Schiller and the Brothers Grimm.

30 *i.e.*
3 × 10

Translate into German:

I.

She is still in bed.
I go to Berlin.
This town lies on the Rhine.
How do you do?
It is half-past six.
Can you tell me where Mr. M. lives ?
The man has drunk too much wine.
The teacher has praised you because you
have been diligent.
My horse is younger than yours.
I have lent my pen to a friend of my brother.

II.

*The words to be used in translating the following passage are given below
in order.*

35½ *i.e.*
½ × 71

"Sir," said the peasant to his unknown companion, "either you are
the king or I am, for we two alone still keep our heads covered."
Then the king smiled and said, "I am. When you have put your
horse in the stable and attended to your business, come to my
castle; I wish then to serve you with a dinner and to show you the
dauphin."

„Mein Herr," ſagen der Bauer zu ſein unbekannt Begleiter, „entweder
ſeyn du der König oder ich ſeyn er; denn ich Beide haben allein noch der
Hut auf der Kopf." Da lacheln der König und ſagen: „Ich ſeyn er.
Wann dn euer Rößlein in der Stall ſtellen und euer Geſchäft beſorgen
haben, ſo kommen zu ich auf mein Schloß; ich will du dann mit ein
Mittagsſuppe aufwarten und du der Danphin zeigen."

III.

20

"God be praised," said he, as he found a small leather bag
which lay on the sand; "here is bread."

NOTE.—*Candidates in order to pass must make at least 20 marks on this paper, and at least 120 on the group—Arithmetic, Algebra, and Euclid.*

(Algebraic symbols must not be used.)

Values.	
12	1. Define *straight line, right angle, parallel straight lines.*
	Supposing you have a flat ruler, how could you ascertain according to Euclid's definitions—
4	(*a*) Whether the edges are straight?
4	(*b*) Whether the ends are cut at right angles to one of the edges?
5	(*c*) What more than Euclid's definitions would you need in order to ascertain whether the edges are parallel?
12	2. The interior angles of a triangle are together equal to two right angles.
13	The perpendiculars let fall from the extremities of the base of a triangle on the opposite sides will include an angle supplementary to the vertical angle, *i. e.*, the included angle and the vertical angle will be together equal to two right angles.

12   3. Equal triangles upon equal bases, in the same straight line and towards the same parts, are between the same parallels.

13   The straight line joining the points of bisection of two sides of a triangle is parallel to the third side.

12   4. The complements of the parallelograms which are about the diameter of any parallelogram are equal to one another.

13   If through any point in the diagonal of a parallelogram, or in the diagonal produced, lines be drawn parallel to the sides, cutting the sides produced if necessary, the two parallelograms so formed through which the diagonal does not pass are equal in area to one another. (*Prove for a point taken in the diagonal produced.*)

18   5. In every triangle the square on the side subtending any of the acute angles is less than the squares on the sides containing that angle by twice the rectangle contained by either of these sides, and the straight line intercepted between the perpendicular let fall upon it from the opposite angle, and the acute angle.

13   The sum of the square on two sides of a triangle is double the sum of the squares on half the base and on the line joining the vertex to the middle point of the base.

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1877.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 13.)

COMPOSITION.

Time—One Hour and a Quarter.

Examiner—Geo. W. Ross.

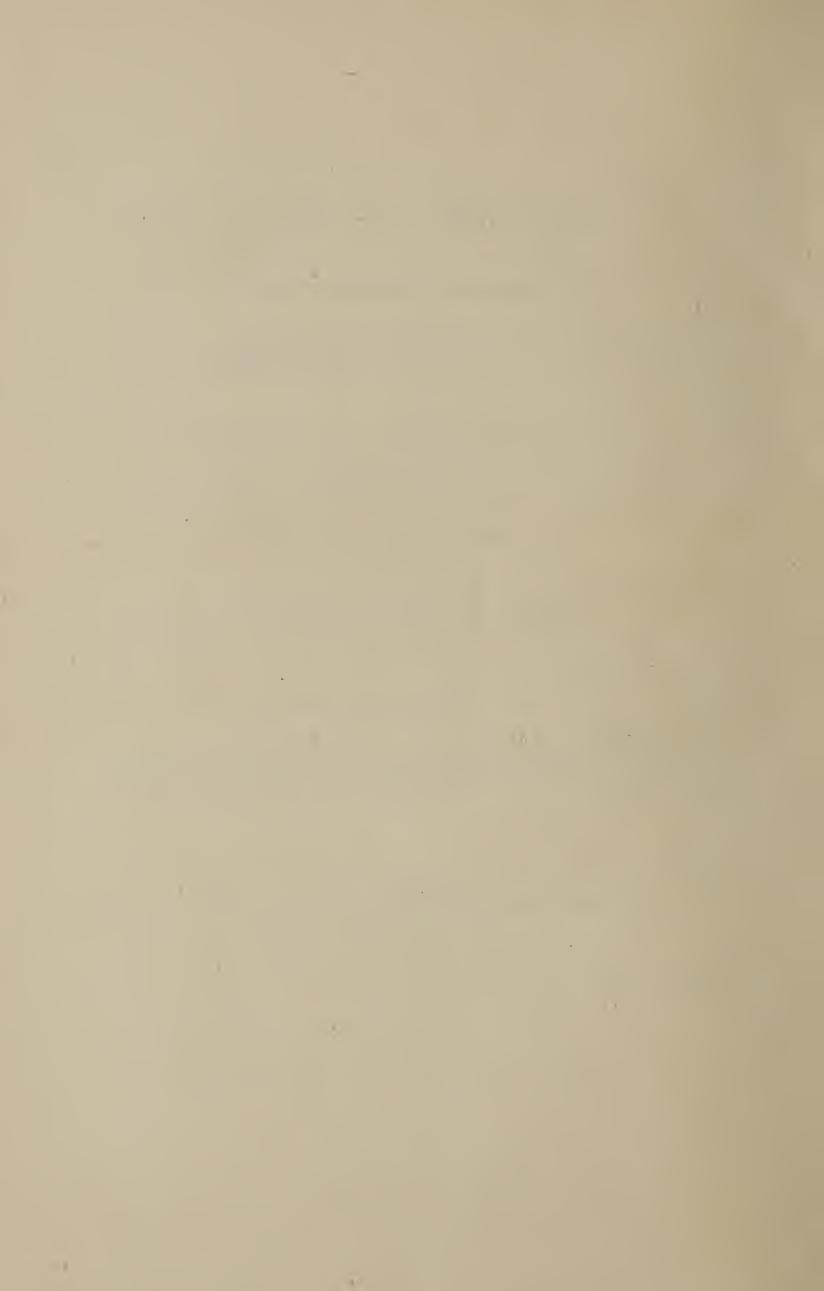*Write a theme on one of the following topics:—*

Be what nature intended you, and you will succeed; be anything else, and you will be ten thousand times worse than nothing.—*Sidney Smith.*

Money.

The war between Russia and Turkey.

Value—75.

NOTE.—*Candidates in order to pass must make at least 22 marks on this paper, and at least 120 marks on the group— Natural Philosophy, Chemistry, and Bookkeeping.*

Values.

---

6 · 6

1. Describe any experiments you may have seen which prove (1) that chemical action generally produces a change of state, (2) that chemical action generally produces a change of temperature.

4 — 8

2. Give the principal properties of oxygen. Describe its preparation from potassic chlorate, representing the reaction by an equation.

12

3. What quantity of oxygen by weight, and also by volume, can be obtained by the decomposition of 100 grains of potassic chlorate?

4 · 4 + 5

4. Give the symbol, atomic weight, and chief properties of chlorine. To what are its bleaching and deodorizing properties due? Express in words the meaning of the equation:—$2NaCl + MnO_2 + 2H_2SO_4 = Cl_2 Na_2 SO_4 + MnSO_4 + 2H_2O.$

Values.	
3+3+ 3+3	5. Give the symbol and atomic weight of sulphur. Describe any method of preparing sulphuric acid. How would you prepare crystals of sulphur? What would be their shape?
3+3+ 3+3	6. What is the action of water upon each of the following substances:—Hydrogen, Carbonic Anhydride, Ammonia, and Sodium?
12	7. What weight and volume of carbonic acid gas would be produced by burning 5 grams of carbon in oxygen gas?
13	8. Give a brief account of the atmosphere, including its *extent, pressure, composition,* and *chemical relations.*
12	9. Describe minutely any chemical experiment you have yourself performed.

DECEMBER EXAMINATIONS, 1877.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 15.)

BOOK-KEEPING.

Time—One Hour and a Quarter.

Examiner—John J. Tilley.

Values.	
4	1. Distinguish book-keeping by single and by double entry.
4	2. What is a book of original entry? Name the principal ones used by merchants.
8	3. Define the following:—Resource, Liability, Due Bill, Real Account, Shipment, Consignment, Draft, Invoice.
8	4. In the following Accounts, which are closed by "To or By Balance," and which by "To or By Loss and Gain?—Cash, Mdse., Real Estate, James Jones, Interest, Bills Rec. Dominion Bank, Bank Stock, Commission, Shipment to B.
4	5. Give the rule for Journalizing.
12	6. John Smith begins business with the following effects:—Goods $4000, a farm $2000, a note against Jas. Muir for $800, and A. B. owes him on account $600. He owes James Rice $600, and a note in favour of H. O. for $600. Give Smith's Journal Entry, and apply your rule.

Values.	
10	7. Bought from R. Hicks $600 worth of mdse., and gave in payment—cash $300, a note which we held against Hicks $200, and a cheque on Ontario Bank for balance. Give our Journal Entry.
10	8. Alex. Henry holds a note against us for $800, which we buy, giving cash $350, cheque on Ontario Bank $150, mdse. $100, and a note against A. B. $185. Discount for balance. Give Henry's Journal Entry.
10	9. Sold goods to R. Smith to the amount of $800, as per invoice. Received in payment sight draft on A. B. $300, cash $200, cheque on Ontario Bank $100, Smith's note for one-half of balance, and allowed the other half to remain on account. Give my Journal Entry.
10	10. J. Jones draws on W. Brown for $150 in favour of A. Toms, which draft was accepted Oct. 26th, 1877. Name the Drawer, Drawee, and Payee; and give Journal Entry, for each.